

Literacy

Critical

Attributes

Aligned Curriculum

Multiple Assessment

Instruction & Intervention

Literate Environment

Partnerships

Professional Development

Literacy Team

Valuable Resources

Literacy Plan

includes reading, writing, and the creative and analytical acts involved in producing and comprehending text.



Literate Environment



The school/district functions as an effective learning community and supports a climate conducive to performance excellence in literacy.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

Literate Environment

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)

Literacy PERKS on the Nine Elements of Comprehensive Schoolwide Literacy Programs

- **Defining Literacy** - Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. --from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy Partnership, June 2002
- **Using Literacy PERKS** - Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a schoolwide literacy plan (see section nine).
- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I - Implementation & Impact Check Plans CI - Curriculum and Instruction Documents OB - Classroom &/or Laboratory Observation PO - Supply Requisitions & Purchase Orders CP-Sch./Dist. Comprehensive Improvement Plan TI - Textbook and Other Instructional Materials	INT- PR, T, P, S, C, O - Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview DPT - Departmental Meeting Notes, Minutes, Agendas IEP, 504, ESS, G/T - Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans SE - Student Evaluations of Teachers and Course	PORT - Portfolio Analysis CATS - Assessment Results SW - Student Work SYL - Course Syllabi WEB - School Websites LP - Lesson Plans PSP - Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)
- **Connecting to Kentucky Documents** - The Nine Elements of Comprehensive Schoolwide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
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Aligned Curriculum	ACADEMIC PERFORMANCE Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content-area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	LEARNING ENVIRONMENT Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: <i>Kentucky's Literacy Plan</i>
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Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well-prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).
Literacy Team	EFFICIENCY Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Literacy PERKS : LITERATE ENVIRONMENT

SIS/ Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence. While <i>Literate Environment</i> relates to SIS/ Standard 4, the indicators below do not correspond directly to the SIS/ indicators.	Conditions for Reading Success #4: Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life.
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LITERATE ENVIRONMENT Indicators <i>Provide data that indicate the extent to which . . .</i>	SCHOOL DATA SOURCES	RESOURCES
4.1 all teachers value reading and writing as tools to help students understand the content.		Organizational Support Other Resources
4.2 all teachers demonstrate how their work supports the schoolwide program.		Ride to Read Henry Clay High School
4.3 all stakeholders take responsibility for improving the literacy performance of students.		Organizational Support Other Resources
4.4 the environment is inviting and visually stimulating.		Beyond Level Books

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4.5 informal conversations about literacy experiences occur regularly between adults and students and students and students.		
4.6 the Library Media Center is the center of literacy efforts, reflecting literacy as a priority in the school through various activities (e.g. student readings, posting of student work, book clubs, book fairs).		Simple Things to Help Children Read How to Read Poems Aloud
4.7 schools provide parents with training on reading aloud to their children and lists of age-appropriate books to read aloud.		Read Aloud Simple Things to Help Children Read Other Resources
4.8 students have access to appropriate and engaging texts.		Student Reading Materials NIFL Partnership for Reading Other Resources

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4.9 students hear fluent adults model reading, thinking, and writing.		Read Aloud Handbook-Jim Trelease Other Resources
4.10 students see adults reading and writing for various purposes.		How to Read Poems Aloud
4.11 student work is displayed prominently along with rubrics.		

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Resources for Perks 4.1 all teachers value reading and writing as tools to help students understand the content.

Henry Clay High School - Fayette Co., This video profiles a developmental reading class where reading consultants also work with content area teachers on strategies they can use in their class to help students who have difficulty reading. Video 5/24/03 TRT 10:00

Key Component D- Organizational Support- A successful adolescent literacy initiative relies on key organizational structures and leadership capacity.

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Resources for Perks 4.3 all stakeholders take responsibility for improving the literacy performance of students.

For Mothers and Daughters Only - Burkhead Elem., Hardin Co. This reading club for mothers and daughters promotes reading and creates quality time for mothers and daughters. Video: 4/10/99 3.30 min.

Key Component D- Organizational Support- A successful adolescent literacy initiative relies on key organizational structures and leadership capacity.

Simple Things You Can Do to Help Children Read Well by Third Grade- US Department of Education 1997. This document lists simple things parents, teachers, libraries, grandparents and communities can do to help children read.

Ride and Read - Crestwood Elem., Oldham Co. - Time spent on the bus is well spent because students use it to read. Both bus behavior and reading have improved. 9/11/99 2:33 Min.

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Resources for Perks 4.7 schools provide parents with training on reading aloud to their children and lists of age-appropriate books to read aloud.

Animals Aloud The purpose of *AnimalsAloud* is to encourage teachers and others to read aloud animal-friendly books to students in grades K-3.

Put Reading First: Helping Your Child Learn to Read - A Parent Guide brochure by Partnership for Reading. Preschool through Grade 3.

Read Aloud- This web site is for the National Institute for Literacy (NIFL) at the bottom of the home page is a listing of resources for parents.

Read Aloud Handbook by Jim Terlease -

Simple Things You Can Do to Help Children Read Well by Third Grade- US Department of Education 1997. This document lists simple things parents, teachers, libraries, grandparents and communities can do to help children read.

Working Together for Literacy

Parents and educators each have important roles to play to help students develop literacy. Guidelines for how to do this, including a suggested booklist, are featured in the NCTE position statement, "Read Together: Parents and Educators Working Together for Literacy."

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Resources for Perks 4.8 students have access to appropriate and engaging text.

[Open Approach to Reading](#), Video- Cumberland Trace Elem. Warren Co. 2003 Kentucky Teacher of the Year, Patrice McCrary puts no ceiling on learning in her P-3 class. The different ways children learn are reflected in her open-ended approach to reading. Literary Centers might contain a "Creations Station" a "Reading Room" or a "Word Play Center" Students follow up center time with a "Response team" activity. TRT 5:36 min.

[Ride and Read](#), Video - Crestwood Elem., Oldham Co. - Time spent on the bus is well spent because students use it to read. Both bus behavior and reading have improved. 9/11/99 2:33 Min.

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Resources for Perks 4.9 students hear fluent adults model reading, thinking, and writing.

[Animals Aloud](#) The purpose of *AnimalsAloud* is to encourage teachers and others to read aloud animal-friendly books to students in grades K-3.

[How to Read a Poem Out Loud](#) - Poetry should be an important part of our daily lives. Poems can inspire and make us think about what it means to be a member of the human race. By just spending a few minutes reading a poem each day, new worlds can be revealed. Billy Collins, our national poet laureate, gives some helpful suggestions on how to read a poem out loud. He also gives us 180 poems to read and ponder.

[Middle - You Can't Afford Not to Read Aloud](#) -Joan Jennings says that making a commitment to reading aloud to her seventh graders was one of the best teaching decisions she ever made. Read her suggestions for making your students lifelong readers in this article, which appeared originally in *Phi Delta Kappan*:

[Read Aloud](#) - This web site is for the National Institute for Literacy (NIFL) at the bottom of the home page is a listing of resources for parents.

[Read Aloud Handbook](#) by Jim Terlease -